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# School Activities

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# *As the Editor Sees It*



The school magazine, oldest of school publications, has disappeared very rapidly during the past two or three decades, mostly because of its stuffiness and the phenomenal development of the more interesting school newspaper.

However, in some schools the magazine is still lived in, often, largely by artificial respiration and forced feeding, kept alive as a tradition. Other schools, appreciating the weakness of placing values to producers and readers secondary to tradition, have adopted the policy of publishing it only when creditable material is available, possibly once or twice a year. In these schools most of the material is devolved through the English department, not by the staff itself. Obviously, the second plan is the better of the two.

We are beginning to hear repercussions from the blast of the committee of the North Central Association which last March submitted a report recommending the abolition of all interscholastic contests except athletics. The greater part of the October number of *the Rostrum* is made up of attacks upon the committee's recommendation. Interested organizations, and there are a lot of them, may be expected to join the fight. Whatever the outcome, the effects will be good. It is high time that educators face the facts on both sides.

There have been several studies made which showed the deleterious effect of home TV on students' marks. On the other hand, the television editor of the Fort Worth Star-Telegram found that 60 percent of a group of junior and senior high school fans had raised their marks over those of the previous year. In any case, as yet none of these results should be accepted as indisputable proof of anything—except interest in TV.

"Tis pleasant sure to see one's name in print." To get an item in our How-We-Do-It department, you need only to write us a letter telling of your group activity that is in some important way new or different. It is just that easy. Why not do it?

Should the school newspaper carry a "Board of Education" column? Some papers do. However, there are the serious possibilities of danger that such a column will be (1) composed only of thinly veiled propaganda; (2) poorly organized and written; (3) duplicative; (4) a nuisance in the paper's organization and administration; (5) seen by relatively few parents and still fewer childless patrons; and (6) soon accepted as a "chore." Frankly, we are skeptical about all special columns (even those in school papers) except those in the hands of talented professionals—few of whom are to be found in any board of education or school publicity department. To our way of thinking, this publication should be reserved for student-prepared school news.

Because the extra-curricular program is shot "through and through" with competitions of all types, and sponsored contests are participated in by many school people, you'll be interested in reading Julian M. Drachman's "I Hate Contests: They're No Good for Entrants or Judges," in the May 1950, *Clearing House*. You'll enjoy this sparkling article.

A newcomer to the growing list of "Future" clubs available to the secondary school is the Future Business Leaders of America. This club should be especially attractive to the students of the commercial department. It, too, represents an intelligent attempt to relate school training to life. Information may be obtained from the United States Business Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C.

Boxing as a high school activity, has met with considerable opposition, not only because of the sport itself, but also because, in the words of one coach, "In activities and crowd, it so closely resembles the professional game. The minute you get spectators you get into trouble because you cannot keep the undesired element out." He recommends that spectators be barred. What do you think?

# Student Activities Lead, Willy-Nilly

A BOY in Greencastle High School was regarded by his teachers as being dumb, lazy and mean. How easy it was for them to make such rash and brash conclusions just because they failed to motivate him—because the boy didn't do what they wanted him to do when they wanted him to do it.

As a result of some unexplained incentive, the boy was exceptionally successful in a project in industrial arts. He made a sugar scoop out of a tin can, and it was a work of art as well as an evidence of ingenuity. His teacher liked the product so well that he commended and congratulated the boy on his performance, and showed it to the principal. The principal liked it so well he placed it in the trophy case in the main corridor of the school. Thereafter, the boy, who previously had been dubbed dumb, lazy, and mean, evinced a complete transformation in personality. He no longer lagged in his classes; he no longer seemed inert; he no longer appeared nonchalant or unruly. In fact, he became one of the brighter lights in the school.

The boy had the ability all the while, but he had not been stimulated to use it. The stimulus which started him on the road to success came in the form of achievement and approval in a legitimate activity. He had learned that he could shine at something which society prized and applauded.

Normal people behave like human beings because they are endowed with certain inborn human desires. When these desires are satisfied legitimately, a wholesome personality results; when they are squelched or frustrated, an unwholesome personality results. The sugar-scoop maker perked up as a natural consequence of two of his most potent urges finding appropriate expression and satisfaction.

By the very nature of human beings and of their society, school activities provide many more opportunities for pupil achievement and consequent social approval than does the school curriculum. School activities, more than the school curriculum, are based on human nature.

J. R. SHANNON

*Sacramento State College  
Sacramento, California*

In practically any school, therefore, the extra-curricular program is functioning better in its sphere than the curricular program is in its. School activities can justifiably say, "We lead; let those who will, follow." School activities lead, willy-nilly.

Common observation attests that high-school athletes get more social approval than the average of their classmates. They consequently have more wholesome personalities.<sup>1</sup> The main value of school activities has been shown to be their potentialities for personality building<sup>2</sup> Then why not let the curriculum take a cue? Why not universalize the capitalizing of this value? School activities have led in the exploitation of the possibility, not because their sponsors were smarter and quicker to see the opportunity and grasp it, but because of the very nature of school activities. School activities lead, willy-nilly. They have no patent on their appeal. They are not jealous of it or selfish with it. So far as they are concerned, "Come on in; the water is fine!" Maybe school activities can teach the curriculum some new tricks.

So long as there is a dichotomy between the curriculum and school activities, the curriculum can follow the lead of its more popular sisters by using their tricks. English teachers, for example, can have pupils' compositions published in school papers, read in assemblies, or displayed on school bulletin boards. Similar devices can be used in other subjects. School assemblies and school papers can be used to give wholesome publicity and show-off in any field. Their failure to do so very extensively thus far has been due to the lethargy of teachers in the checkerboard

<sup>1</sup> Statistical support for this conclusion is presented by Gerald C. Carter and J. R. Shannon in "Adjustment and Personality Traits of Athletes and Non-Athletes," *School Review*, February, 1940, pp. 127-130.

<sup>2</sup> J. R. Shannon, "School Activities and Personality Development," *School Activities*, May, 1949, pp. 275-277.

system<sup>3</sup> in seeing the possibilities.

But why let the dichotomy persist? Perhaps there is a better way to organize schools. Some school administrators, recognizing the values of activities, have required pupils to engage in them. Thus they have attempted to curricularize the extra-curricular. But the plan has not worked. It seems much more logical to extra-curricularize the curriculum. It might also be easier. School activities have no vested interests to protect. Their

motivating appeal is inherent. They lead, willy-nilly. Let the rest of the school get hep.

**3 Checkerboard system** is a term created and frequently used by the writer to describe the orthodox pattern of school organization. It is suggested by the appearance of the typical daily schedule, with teachers' names down one edge and the periods of the day across another, and squares drawn showing who teaches what, and when. Pupils are moved from square to square to suit the will of the director, as are blocks in a game of checkers. Occasionally, one gets crowned and moved backwards. And—both in checkers and in school—the objective is to get all blocks off the board as soon as possible.

## Student Council Trends

**S**TUDENT council is a comparatively new school organization. While the idea of student participation has been used in one form or another for perhaps hundreds of years, the student council, as we know it, has attained its present popularity only in the last twenty or thirty years. The conception of having students assist in the administration of the school was not recognized while I was in high school; at least I was never a student in a high school where students had a formal organization designed and set up in order to permit them to express their opinions. And that wasn't too long ago, either.

In the early days of the student council in this country, a number of ideas were held and a number of activities were encouraged which were occasionally at variance with what we now believe and practice. For example, the terms "self government" or "student government" were most common even though there is no such thing as student government or self government in our high schools. No school administrator can hand over the government of the school to anyone, much less to the students. Nevertheless, the terms were used and some student organizations believed that they meant what they appeared to mean. They said, in effect, "If we have self government, let's govern." They then proceeded to tell the principal that they were going to run the school or, at least, told him how he should run it. One of the regrettable results of this early misunderstanding was the attitude expressed by one principal who said, "No kid is going to tell me how to run my school."

The trouble was not with the kids; it

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*Director of Student Activities,  
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was with those school officials who mistakenly gave the students the impression, however unintentionally, that they were to have charge of the school. Since that time, however, many changes have come over the student council; we have changed our thinking on what a council is and what it does; we now believe that a student council is not organized to "run" the school, but that it shares in the running of the school. Hence the term now in common usage: student participation in school administration. This is a better term because it explains more clearly what the student council is trying to do and refutes early beliefs that the student council was trying to take over the school.

In the years between the time when the student council was young and possibly, on occasion at least, irresponsible and brash, many changes have been made. As most high school principals know, the student council is now one of the most responsible, trusted, and socially-conscious organizations in the high school. What has happened? Why is it that almost every accredited high school now has some form of student participation in school administration? Why do accrediting organizations generally rate higher a school that has such an organization as the student council?

There is no set answer. Certainly one answer must be that the student council is growing up. It is growing up because in many high schools the council asks how

it may be of service rather than demanding more concessions for students. It concerns itself with projects to improve the school and community; acts with various community clubs and organizations on local projects for the improvement of the city; meets with the faculty to discuss ways and means of rendering more service; carries through to successful completion literally hundreds of worth-while projects, on its own, with little more than advice and encouragement from the faculty. In short, even though many student councils still **fritter away** their time and their energies on silly projects, the student council could never have attained its present position of eminence in high schools unless it had initiated and carried out any number of socially desirable projects. The student council is growing up; its impressive list of accomplishments is testimony to this.

Another desirable trend in student council work is the trend toward a healthy curiosity about what other councils in other parts of the country are doing. At the beginning, one council probably felt little need to discuss its work with other councils even in neighboring towns. But now student councils not only want the help and the suggestions which others can give—they actually and actively seek it out. There are many books available to help those who are interested and those books are purchased and used. Delegates to student council conventions and conferences usually bring their books with them to back up an argument or refute the argument of another delegate.

The very fact that student council conventions are held is a good sign. Delegates to these meetings, though young and relatively inexperienced, attend to their business with serious devotion. Meetings are well attended; delegates take part in the discussions. They get to the meetings on time and they remain afterwards to continue the discussion. Many teachers could take lessons in convention behavior from delegate to a student council convention. I have seen teachers walk out of the first session of the first day of a teachers' convention. This just doesn't happen at a student council convention. These young delegates, with their books and notebooks under their arms, have come to the meeting to learn, and they are going to get all they can from the meeting

to take back to their councils. A good and a healthy development in student council work is this avid curiosity on the part of student councils to know how other schools operate and an almost unsatiable desire to improve the quality of their own leadership.

Still another healthy development in the thinking about student councils is the fact that most good councils now meet on school time and on school property. It is a most unusual school that still requires the council to meet after or before school; almost all schools that have a council have a place set aside for it. We can hope that in the not too distant future every council can have its own room for its own work and not have to meet in classrooms or whatever space happens to be empty at the moment. It is hard to believe that a school administration is serious about the effectiveness of the student council if the council has to meet up under the rafters, next to the band room, in the boiler room, or in some other place equally unsuited to a calm deliberation of council business. At least most councils now have school time for their work; it is to be hoped that all can eventually have their own room.

One of the best developments is the new area of community service. In a recent survey conducted by the National Association of Student Councils, we found literally hundreds of examples in which the student council felt that it was "grown up" enough to go out into the community and offer its services in an attempt to assist in the development of the community or to carry on some of its functions. We found that some councils organized a get-out-the-vote campaign; others worked for a cleaner city; some took the school census; others gave out information at a local downtown store to assist voters in a coming election; still others appeared before luncheon clubs and other organizations to tell the adult citizens of the community what the students feel and think on numerous matters of civic interest. It seems to me that this awareness of civic responsibility evidenced by many student councils is one of the finest tendencies of the student council movement. It is an additional testimony to the statement made earlier that the student council is growing up.

These are some present tendencies: to know better what the real function of the

student council is, to teach good citizenship by actually doing; to carry out worthwhile and socially desirable projects; to demonstrate that high school students are capable of adult thinking and acting and in some cases do a better job than their elders; to show an active interest in what other councils are doing by reading and attendance at conventions; and to co-operate with the community on numerous civic enterprises. It would be interest-

ing to know the opinions and re-actions to the present student council movement if these could be expressed by school administrators of thirty years ago. I doubt that many would still say "No kid is going to tell me how to run my school." I believe that most would say what one principal said to me not too long ago: "I couldn't run my school without the student council."

## Why Secret Societies Exist in Our Schools

**W**HEN a committee of the North Central Association recently attempted to make a study of secret societies in high school, the response from the twenty state chairmen of the Commission on Secondary Schools and from the high school principals who knew of the existence of organizations of this type in their high school or who agreed to report that they had proved especially troublesome or had been dealt with effectively was very meager. Edgar G. Johnston, Secretary of the Commission, remarked: "Those who still have them, don't want to talk about it, and those who have got rid of them are keeping their fingers crossed." Where secret societies exist, there are reasons why they exist. A few of these are here listed and discussed.

1. *The school's regular program of activities is inadequate.* Where the program of allied activities is successful, one can expect to find secret societies a failure. If the opposite is true, it is well to make inquiry relative to the needs for which no satisfactory provisions have been made. The gregarious urge or drive is strong in adolescents; if it is not properly directed, they will proceed to organize the social life of the school into secret societies. Restless youth needs constructive and satisfying opportunities to meet the needs of self-realization, loyalty, and security. It is much easier to prevent the organization of secret societies than it is to abolish them after they have secured a foothold.

2. *Parents sometimes fail to do their part.* An Ohio principal reported that his efforts to eliminate secret societies were ineffective for years, "due to the fact

L. R. KILZER

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that sons and daughters of the board members and the superintendent of schools were members of the organizations."

Some parents resent the attempt of school authorities to exercise any control over the out-of-school time of their children; they prescribe to the theory of the autonomy of the home rather than to that of the authority of the school. Others know little about their children's participation in secret societies, or they hesitate to report what they do know because (1) they crave the social honor, good contacts, and prestige which they believe to be inherent in such membership; (2) they do not wish to embarrass their children; or (3) they fear repercussions if they raise any objections. When a seventeen year old boy learned that his mother was about to divulge to the authorities some information pertaining to a high-school sorority, he protested: "Mother, if you take any public stand against sororities, you will regret it, for my two sisters will be the most unpopular in their class when they get to high school."<sup>1,2</sup>

There is some evidence that it is less difficult to get the cooperation of fathers than that of mothers, because the latter

<sup>1</sup> Kathleen Park Bennett, "No High-School Sorority for My Daughter," *Good Housekeeping*, 115:180, October, 1942.

<sup>2</sup> John P. Milligan and Charles F. Snover, "High-School Secret Societies—A Nationwide Problem," *American School Board Journal*, 115:28, August, 1947.

often seek recognition of this type to a greater extent than do the former. Witness the San Antonio, Texas, mother who gave expression to her resentment of attempted control of the activities of her child when she said: "Several years ago boys died to preserve the ideals which you are treading on."<sup>3</sup> Parents may, indeed, be a potent factor in the encouragement, organization, and perpetuation of secret societies in high school.

3. *The Board of Education sometimes fails to give necessary support.* The Board of Education frequently has neither a definite nor a firm policy, and often fails to give its unqualified support to teachers and school administrators who fearlessly attempt to eradicate secret societies. The importance of such support is indicated as follows in a letter written by Principal Miles W. Marks<sup>4</sup> of Royal Oak High School in Michigan, where these organizations once existed in considerable numbers:

I believe that you will find that one of the absolute requisites for any successful stand on the question is the unqualified, constant, and continuous support of all members of the administration and the Board of Education. Once such a movement against these societies is started, a great deal of pressure is put upon all people concerned by a vocal and able group. We are fortunate here to have a Board of Education that, once their minds were made up, were rigid in their insistence on the enforcement of the law. As a result, we were able to weather the storm that came. Without that definite support, I believe it is useless to do anything at all in this matter.

4. *Teachers and school administrators may be remiss in the performance of their duties.* It is unfortunate that some members of the staff at times give either open or undercover encouragement to secret societies in high school. Among the factors that account for this situation are the following: (1) they themselves are members of college fraternities or sororities and either do not know, or do not care to acknowledge the fact, that similar organizations on the high school level are almost certain to be much more harmful; (2) they may simply prefer to close their eyes in an attempt *not* to see what transpires; (3) they may lack the backbone necessary to take an unequivocal stand; and/or (4) they may proceed under the

delusion that they can effectively "live in the same world" with secret societies in high school. So important is the part to be assumed by teachers and administrators that it is seriously suggested that the elementary school might well condition its pupils against the secret societies they may later encounter in high school.

5. *High-school pupils imitate college students.* Older brothers, sisters, or friends who attend college have a profound influence upon high-school pupils. Reports of pledging, initiation, and other activities of college fraternities and sororities do not go unnoticed. Unfortunately, adolescents are at least as prone to copy the undesirable aspects as the better aspects of college life.

6. *Members of college fraternities and sororities sometimes actively encourage secret societies in high schools.* Although it is often denied, such encouragement is given through entertainment of high-school pupils who attend contests, conventions, festivals, and tournaments in college towns. A big step was taken in the right direction when "the National Interfraternity Conference unalterably opposed the existence of public-school societies as inimical to the purpose of fraternities at the college level."<sup>5</sup>

7. *Other agencies have not been effective.* The local high-school principal and the Board of Education sometimes need the assistance of a strong outside agency such as the National Association of Secondary-School Principals, the State Association of Secondary-School Principals, or a regional accrediting association. Principal Marks<sup>6</sup> of Royal Oak, Michigan, indicated the desire for such help when he said: "I am sure that any study followed by a definite recommendation and perhaps even regulations by the North Central Association would be most helpful . . ."

<sup>3</sup> Anonymous, "Gang Busters," *Time*, 53:46, January 17, 1949.

<sup>4</sup> Miles W. Marks in his letter to Mahlon H. Povenmire, Principal of Lakewood (Ohio) High School, on August 10, 1950.

<sup>5</sup> Milligan and Snover, loc. cit.

<sup>6</sup> Marks, loc. cit.

There are approximately 1,741,000 youths between the ages of twelve and seventeen who are not in schools, according to U. S. Commissioner of Education Earl James McGrath.

# So You Want to Be a Cheerleader!

Cheerleaders are not born; they're made!

It may be a surprise to learn this, but experience has shown this to be true. To say that one can be made a cheerleader will be dependent upon a number of *ifs*. If you really want to be a cheerleader you have hurdled the biggest barrier. Desire is the one real attribute of acquiring skill in anything, and it especially applies to cheerleading. The second *if* is the degree of skill you wish to acquire. Certainly there are varying degrees of skills possessed by different cheerleaders. To become really skillful one will have to work hard at acquiring the fundamentals of arm motions, bodily positions, and jumping techniques.

The method used in training the hopefuls might be of interest to schools where cheerleading has been relegated to the limbo of forgotten arts. It is an art and has a definite place in the organized effort to develop school pep and enthusiasm.

In a recent cheerleading assembly program held at our high school, of the eleven finalists, five had never led a cheer before. And this—after exactly six noon periods of practice and instruction.

The first day of school a P. A. announcement, plus bulletin board posters, informs the students of the first practice the following noon. Proper attire is suggested and all students are welcome to attend. Thirty-five aspirants attend the first practice with varying degrees of junior-high experience, and others with only a desire to ready themselves for the first half-hour of practice.

The first day is spent in exercise. As is obvious, leg, back, and arm muscles must be loosened. Running in place with knees high, toes downward for the count of twenty-five, with the group counting, makes for fun in such a dull routine. Hands on hips and rolling the trunk in a circle five or six times and reversing loosens up the hips and back muscles. Then a run in place and a brisk walk about the gym with hands on hips, heads high, chin up, shoulders back and then the welcome rest. Running in place again and a minute's rest. Then follows an explanation with demonstration (by a previously trained cheerleader) on the art of jump-

CARL L. AMUNDSON

*Principal,  
Washington Park High School,  
Racine, Wisconsin*

ing. The inverted V shaped tiger is worked on. Three jumps at a time, legs apart, toes pointed downward, back arched, head high, arms in the air, and then a rest. The bent-knee leap is worked on, and a quick shower follows. The usual warnings of stiffness are made with the recommendation to walk it out, not sit it out.

The second day—some have dropped out, but the rest of the hopefuls go through the same routine. Towards the end of the period, cheerleading techniques, such as arm motions, and body positions are stressed, followed by the "locomotive" which becomes their first accomplishment. Over the week-end they are instructed to walk out the stiffness in readiness for the third workout.

On the third workout, the same exercises are followed, increasing the number of jumps and explaining and demonstrating new cheers. By this time, amazingly enough, the group is showing dexterity in the tiger and knee jumps, arching backs, and other details of form. On this day, individuals come out before the group and call for a cheer. The leader goes through the cheer and the others yell with him. By this time six cheers are learned and practiced as individuals and as a group.

On the fourth day, the first cut is to be made. The head coach and the woman gym teacher, together with the cheerleader instructor, decide on those who will present their cheers before the student body on the coming Friday. The remaining hopefuls, usually ten to twelve, are informed that they have survived the test.

On the fifth day, each aspirant may choose any two cheers he will prepare for the coming assembly program. Exercise prevails again, and then each person undergoes the situation he will encounter in the assembly. The spirit of the group is at high pitch, responding lustily to the call of the cheerleader. The sixth day they move to the gym where the finals will be held the following day. Exercise fol-

(Continued on page 104)

# How Should the Council Be Concerned with Discipline?

**S**TUDENT councils should be concerned with discipline through development of ideals of good citizenship and right living. At the national convention of student councils in Denver, delegates were agreed that all except five percent of high school students would respond to such developmental goals. How then should a council set out toward these high ideals? One answer is by fostering loyalty and developing good morale in the student body. If students can be made to understand that they share ownership of their school, their morale will be high. Explaining the objectives and purposes of the faculty will prove to a student that he can share in these high aims. He can even suggest a few objectives himself to be added. When he understands that all are working toward a good school, he probably will become a loyal supporter to his school. Student councils should accept responsibility for promoting the welfare of the school through character training and citizenship building.

Giving service unselfishly is the best proof student councils can give of good discipline. Campaigns for city welfare agencies, drives for activity ticket sales, and such social functions as freshmen mixers are illustrations of service to the school. New students can be presented with a handbook of customs, traditions, and practices which will make a good beginning toward desirable school membership. Courtesy week offers opportunity for further citizenship-training by the student council. A school code written by students should receive emphasis as basis for good citizenship. The student council should inspire others to serve their school by giving generous service in every way possible.

One of the best ways for the student council to aid in developing discipline is to guard the reputation of the school. Probably the greatest loss of reputation comes from news stories published about undesirable activities of a few pupils. If the council can forestall these activities by explaining the dangers in advance to the student body and asking for cooperation,

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both the reputation of the school and of the council will benefit. The student council should see to it that stories of worthwhile activities get publicity; then the undesirable ones may not appear so often. If students with poor judgment can be induced to refrain from actions detracting from the school reputation, they will begin to take pride in their school.

How can a student council gain prestige so that the student body will heed its advice and requests? The best answer to that lies in the service rendered by the council which has brought respect and authority. No activity or project of the school is too trivial for support, or even subsidy, in times of need. Organizations know that council cooperation can be assured. For instance, the International Relations Club may sometimes ask for additional funds, or the debate squad may ask for a loan in times of need.

However, the council may give other kinds of support. It may give public defense of projects or help in orientation of prospective members. It has sometimes stepped in to save the day when another organization has failed to gain support for the annual prom or for athletic events. The student body should learn to count on the student council.

Often school loyalty suffers because a student is disgruntled because he has no voice in school affairs. In our democratic country, certainly one should have freedom of speech. Some student councils find it beneficial to offer all students a chance to air grievances by writing out complaints and dropping them in a box designed for that purpose. Often just writing out his grievance is sufficient outlet for the student. However, the council should give consideration to a complaint and answer it.

Another method of student participation is roll room forums and town hall meetings. Topics for these discussions can include school regulations, city affairs, na-

tional policy, and world problems. Certainly experience in open discussion is a fundamental purpose of student participation in government.

Now what can be done about the five percent of the student body who are poor citizens? The student council shares responsibility of training them in self-control and obedience. If the policy suggested for the entire student body has had no effect, then the council officers should resort to personal conferences. Here by explanation and persuasion, the offending students should be encouraged to develop new standards of conduct, to acquire a pride in participating in a good school, and to accept responsibilities of group membership. This conference method will benefit both the offenders and the counselors while qualities of good citizenship are being developed.

In some high schools, student courts operate throughout the year, dealing with offenders by holding trials and administering punishment. Authorities on the subject are opposed to this practice. In the first place, the offenders need the help and advice of trained advisors and teachers who have studied the best methods of dealing with growing boys and girls. In

the second place, students on the court bench do not benefit from punishing their own age-mates. If a sponsor feels that the council would benefit from the practice used in court procedure, then on rare occasions a student whose offense is without question against the student body could be tried by a student court. However, a mock trial would give the same practice without calling upon students to pronounce judgement on one another. Even in schools where student courts operate, only minor cases of discipline are tried—this mainly relieves the teachers of annoyances. This practice seems hypocritical, for really serious problems never reach the student court. Yet, the students think they are really self-governed. In these days of crowded curriculum, student councils will benefit far more by developing good morale and worthy citizenship than by trial of violators of school regulations.

Members of the student council receive experience as leaders while they are shouldering the responsibility of training worthy citizens to be law abiding. The lessons of cooperation learned by officers and student body will make them thinking adults who accept democratic government.

## The Welfare State Is Here to Stay

**RESOLVED:** That the American People Should Reject the Welfare State.

It would be interesting to ask a number of average American citizens if they have any real idea of what the Welfare State really is and where it got its name. We are of the opinion that the ordinary man has no full conception of the implications of the term "Welfare State" and that he hasn't even the slightest knowledge of how this name developed.

We feel that it is important to explain how the term "Welfare State" developed. It is really a part of the basic knowledge that the negative debater should possess if he is to be able to defend the idea against the attacks of the affirmative.

Ever since the time of Franklin D. Roosevelt, the American people have heard about the New Deal. Its program of social security, insured bank deposits,

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farm subsidies, W. P. A., soil conservation, and economic planning were well publicized by a President who had no peer as a radio speaker. When Truman took over as President, the New Deal was firmly established. He maintained its features and soon set out to expand its benefits. His extended program included a new standard of economic and political liberties for the Negroes, increased social security, federal aid to education, and national health insurance as its major benefits to the people. This extended "New Deal" was called the "Fair Deal" by Mr. Truman in his campaigns, and in 1948 this platform won a surprise election.

While the terms "New Deal" and "Fair

Deal" were coined and propagandized by their proponents, the name "Welfare State" was originally designed to place a stigma on the welfare program. Republicans and other critics of the administration have developed the name "Welfare State" to show their contempt for the Fair Deal measures.

The credit for dubbing the Truman program the "Welfare State" goes to former Secretary of State James Byrnes. In a speech made in June 1949, he asked that we abandon "some of the new programs suggested, which point inevitably to a welfare state." This idea of Byrnes caught on very quickly and soon all of the critics of the administration were using it in speeches. In August 1949, Herbert Hoover attacked the "Welfare State" for being a disguise for a totalitarian state.

The "Welfare State" argument was introduced into the Lehman-Dulles campaign for the United States Senate in New York in the fall of 1949. When the votes were counted, the Democrat candidate, Lehman, had won. The ill effects of the label "Welfare State" were not apparent.

The failure of the Republican party to win this New York state campaign by attacking the "Welfare State" caused party leaders to reappraise their campaign strategy. Governor Dewey summed up the futility of attacking the welfare state as follows, "anyone who thinks that an attack on the fundamental idea of security and welfare is appealing to the people generally, is living in the Middle Ages. Everybody wants welfare and security in one form or another. I have never met anybody who did not want welfare and security. The man who first used the phrase against our present government did his cause no good, to put it mildly."

#### THE STAND OF THE NEGATIVE IN THIS DEBATE.

Before the negative debater can begin the preparation of his cause upholding the Welfare State, he must understand the many possibilities open to his side. It first must be remembered that the question is peculiarly worded. Usually the negative is called upon to defend the *status quo*. In this debate the negative must defend what seems to be the established trend toward the creation of a welfare state. There is a distinct difference,

one that the negative must recognize.

In order to make this analysis of the task of the negative clearer, we will use the question and answer method. Leading questions will be presented, and then suggested answers will be given.

**Question:** The question calls for the rejection of the welfare state.

Can the affirmative maintain that we should retain the existing facts of the system, but should make no additional attempts to further the program?

**Answer:** Of course the affirmative might like to take such a stand, but the wording of this question simply will not allow them to do so. They must reject the ideas of the Welfare State in their entirety. Any attempt to retain social security, support of farm prices, and the other reforms of the New Deal while rejecting the proposed new measures in the Fair Deal, is an effort to beg the question.

**Question:** Does the wording of the debate question place the negative in a position where it would defend the proposals of President Truman and his economic planners in Washington?

**Answer:** Oddly enough the negative will not be forced to defend any of the proposals of the Truman administration. All that the negative must do is show that the Welfare State should not be rejected. They do not have to prove that it should be accepted. If the negative wishes to prove that it would be wise to retain much of the Fair Deal program, but that the adoption of Socialized Medicine would be unwise, they are perfectly free to do so. In this debate all that the negative has to do is show that it would be unwise to reject a major portion of the Welfare State.

**Question:** How can the negative team go about presenting a "pure negative" case when debating this particular topic?

**Answer:** When a negative debater elects to present what is known as a "pure negative" case, he prepares himself to spend all of his time in attacking the proposals of the affirmative. The negative team does not present any constructive case to counterbalance the

arguments of its affirmative. They confine their efforts to direct refutation and rebuttal of the arguments of the affirmative.

When using the "pure negative" case a team should be prepared to attack the strongest and most logical arguments of the affirmative. We might presume that a typical affirmative case would include the following points: (1) The Welfare State will lead to Socialism; (2) The cost of the Welfare State will be prohibitive; and (3) The only way to protect our freedom is to reject the Welfare State. If the "pure negative" case is used, the negative not lead to state socialism in America and that it will not bankrupt the nation. It will then follow that the plan will not cause us to lose our American freedom. If this is done properly, the negative will establish its case.

**Question:** Do the negative debaters have a right to object when the affirmative debaters attempt to brand the Welfare State as being really state socialism?

**Answer:** The negative debaters can object if they wish to do so, but they must also prove that the Welfare State is not, and will not lead to State Socialism if they wish to establish their point. It would be foolish for them to object to this line of reasoning if they were not ready to prove their point by showing that the plan really is not state socialism.

**Question:** One of the strong arguments against the National Health Insurance Plan as projected by medical men is that it is Socialized Medicine. How can the negative prove that it is not socialized medicine?

**Answer:** There are some very real doubts in the minds of many people regarding the true character of the National Health Insurance Plan. They feel that it is merely the opening wedge that will force medical care under the direction of the federal government. The negative may take the stand that what the medical men are really doing is calling the National Health Insurance Plan by an unsavory name in order to cause the people to reject it simply because the term Socialism has been associated with it. The negative might take the stand that they are in favor of most of the

proposals of the Welfare State, but that they will not defend the health insurance plan. Such a stand would take much of the punch out of the arguments of the affirmative against the Welfare State.

**Question:** How can the negative answer the argument that the federal government went in the red several billions in 1949 because of its gigantic welfare program? Without this military expenditure by 20 per cent would balanced budget.

**Answer:** The negative might well turn to a recent speech of Senator Paul Douglas of Illinois for their answer. He has pointed out that during the last year we spent about \$2.5 billion for welfare projects and \$15.5 billion for national defense and military assistance to other countries. The negative may argue that the reduction of this military expenditure by 20 per cent would also have balanced the budget.

If the negative will simply point out that the cost of the welfare projects of the federal government is a very unimportant part of our national budget, they will strengthen their case.

**Question:** Some people argue that the Constitution does not give Congress the power to enact legislation of the type we have in the Welfare State. How can the negative meet such an argument?

**Answer:** The negative should be able to attack this argument very effectively. Certain parts of the Welfare State have already been tested by the Supreme Court and have been found to be constitutional. The "general welfare" clause has been given a very broad interpretation by the courts, and it has already been established that Congress can adopt a Welfare State if it cares to do so.

**Question:** The negative will be presenting the idea that the Welfare State is really democracy. The opponents of the system will claim that it is some new form of government that is foreign to American democracy. Will they be able to prove this point?

**Answer:** We doubt if the affirmative will be able to establish this point. After all, the answer to this question will come when we see first how the

Welfare State is adopted. If it is created peacefully through legislation by duly elected members of Congress, it will certainly be brought about in a democratic manner.

If our elected representatives vote to adopt the plan, then it is being brought about by the democratic process. There can be no real argument that it is not democratic. It may not be the kind of a democratic plan that the affirmative likes, but nevertheless it is democratic.

#### EFFECTIVE DEVICES OF STRATEGY AND HOW TO USE THEM.

The dilemma is a method of strategy that may be used in debate by either the affirmative or the negative. This strategy consists of asking your opponents a question that has two very obvious answers. This question should be so worded that no matter which of the two answers your opponents select, their case will eventually be weakened by the answer. When properly used, the dilemma is one of the most effective methods of debate strategy.

#### SAMPLE NEGATIVE DILEMMAS.

**Question:** During the pump-priming days of the New Deal from 1933 to 1949 we spent \$40 billions to raise our national income from \$39 billions to \$80 billions and to relieve unemployment. Do the members of the affirmative feel that this type of government was a good thing for the nation?

**IF THEY -** The members of the affirmative will admit that the YES: \$40 billion spent from 1933 to 1940 to prime the pump was a wise use of government funds. They saw this was a good thing, but the plan of the Welfare State, which extends the ideas of the New Deal is a very bad thing. We wish that they would take the time to show us just why this plan is bad now when it was good for the country in 1933. We feel that they are very much like the politician who said the plan seemed to be a good one, but since his party did not set up the plan that he must oppose it. The affirmative say that they think the plan is a good one, but they will not support it now.

**IF THEY -** We are surprised to hear that ANSWER the affirmative debaters do NO: not feel that the pump-priming of the New Deal era was a good thing

for the nation. If they can remember the Hoovervilles at the edge of every large city, where unemployed men were living, and the apple sellers on the street corners, they would realize that some form of government action was necessary. If conditions had been allowed to have continued as they were in 1932, this nation would have soon been ripe for some ism and in all probability it would not have been Socialism, but more than likely Communism.

The real fact is that the pump-priming activities of the New Deal did a great deal to save this country. It gave the business man the confidence that he needed to carry on and it made the nation safe against the inroads of foreign ideologies. It was an American answer to a great American problem.

**Question:** In 1937 there was a great deal of active opposition upon the part of business men to the Social Security Act. Do you feel that if given the opportunity today that very many business men would vote to do away with the provisions of this act?

**Answer:** The affirmative debaters are of the opinion that employers in this country would do away with the Social Security provisions if they were given an opportunity. We feel that most employers now recognize the Social Security Act as a great benefit to their businesses. It allows them to retire overaged workers in a manner that allows the worker to keep his self respect. This also makes it easier to operate the business on a more business like basis with no fear that an aged employee will starve if taken off the payroll.

In 1937, the colleges and universities were able to keep from being included in the Social Security Act. College presidents thought that they were acting wisely in keeping out of the program. Today, when Congress is considering the revamping of the Social Security Act, these same college presidents are clamoring to get colleges included in the plan.

**IF THEY -** The affirmative debaters feel ANSWER that there would be no great NO: clamor upon the part of business men to get out of Social Security plans even if they were given an oppor-

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# The Director Is a Ham

Currently, there is a fascinating myth circulating among school administrators to the effect that anyone is capable of directing a play.

It is quite true that anyone can hold a book on a play because that requires only three dubious talents:

(1) The ability to sit out front and tell the cast it is impossible to hear them under the balcony.

(2) The ability to tell the cast once a day that time is getting short and they had better study their lines.

(3) The ability to keep from going to sleep during rehearsal.

If you are called on to direct a play, if you have no particular interest in directing a play, if you prefer to hold the book, and if the school-administration merely tolerates plays because they are traditional, then appoint some eighth grader as honorary director. All you will have to do is look in occasionally.

On the other hand, if you realize the value of class plays as learning situations, then you will want to try your hand at directing. It is no easy job to conscientiously direct a play; it makes no difference if you're putting on a *Toby* show or *Watch on the Rhine*, an honest director plays it for all it is worth.

The director's first job is to read the play at least four times. With the first reading, the average person obtains little more than a general idea of the story together with the emotional reaction which the author intended. The second reading gives a deeper insight into the plot and characters. The third reading should enable the director to see exactly how the characters make the story progress, and how they contribute individually to the emotional reaction.

After three readings, the director should know exactly the basic interpretation of each character. For example, after reading "The Green Pastures" by Marc Connelly, the reader would characterize "de Lawd" as a humorous, and at the end of the play, sympathetic, characterization of God as we know Him from the Old Testament. It would be a gross mistake for the director to allow the interpretation of "de Lawd" to be one of great dignity and poise, as one would normally expect.

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Similarly, to take the basic interpretation that the dead soldiers in Irwin Shaw's "Bury the Dead" are cringing and whimpering for return to life, would be the ruination of the author's original intent.

A play is similar to a short story in that it has a unified effect. But in a short story the author describes his characters and pushes them around as he wishes—the story flows smoothly from author to reader.

In the play form, the characters spring to life. They carry the action and speak the dialogue: someone must take the responsibility of seeing that the author's effect is not destroyed by a confusion which marked the Biblical Tower of Babel. There can only be one basic interpretation—it comes from the director who acts as liaison between the author and the audience.

The director is very definitely a ham. He must be positive that he has a basic interpretation for each character which is congruent with the effect of the play. The director should take the stage and actually go through the lines and action whenever needed. He is a ham because he overplays in order to get the point of characterization across to the actor.

Suggesting stage business and movement, and asking for variations in line delivery are standard duties for professional directors. But even the best of them find that it is necessary to actually show an actor how to make an exit occasionally—to take the character's place on stage and deliver the lines.

If the director does not interpret parts; if he does not show the actors the key situations in a play and how to build towards them, there is no advantage in having a director. A book-holder will suffice.

Numerous directors will ruffle their backs and insist that the actor should allow his own personality to govern completely his acting. That attitude is false for the simple reason that when people completely his acting. That attitude is false for the simple reason that when people

act, they drop their individual personalities. True, many students use their own personalities in a play or two and are very successful, but they are immediately typed by the director. The versatile actor is one who can drop his identity and assume that of the character that he is playing.

Without adequate direction, the average cast will not have the slightest idea of what the play is about. Their roles will be isolated, and their individual interpretations will be made out of context of the play itself. The director welds the actors and action together. He encourages individual initiative in devising stage movement and line interpretation as long as that movement or interpretation is consistent with the character being portrayed. The good director welcomes suggestions which improve the play, but he never loses sight of the basic interpretation.

An example of basic interpretations being led astray by an actor's individual interpretation is the case of the student who had the role of Father in "Life With Father". Father is anything but a weak character; he is strong, sometimes sympathetic, but never weak. This student decided that Father should have more sympathy, so instead of having Father rave and rant when Vinnie presents him with the budget, the student playing Father placed his head on the table and wept. It was so out of character that the entire production was a fluke.

The director, being thoroughly familiar with the play, is in a position to show the actors the motivation for their lines and business; he should show them how the character they are portraying fits into the play as a whole.

In order to do this, the director must be a ham. He should take the stage and go through the lines and action whenever needed. He should not set himself up as a Barrymore to be emulated at any cost, rather, he should be able to give the actor the basic interpretation. Once, this basic character interpretation is understood, there is a wide range of latitude for individual ingenuity to swing into action.

**Editor's Note:** The author has prepared a small handbook for actors which will be sent free upon request.

The December issue of **School Activities** will feature a discussion column on play production. If you have any questions, send them to Mr. Gauvey. He will discuss them with a panel of high school directors and print both questions and suggested answers.

## They'd Rather Stay at School

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Organized originally to accommodate those who rode the bus or who lived too far from school to go home for lunch, the noon hour activity program has become one of the most popular social activities in the school day. Why go home and miss movies, basketball, volleyball, talent shows, musicals, or social dancing? These and many other interesting activities are being sponsored for those who eat their lunch at school.

Stimulated by the availability of the federally subsidized hot lunch program, many boards of education have added facilities for eating lunch. For a minimum direct charge to the community and the student, a balanced hot lunch is made available to those who eat at school. Although most high school buildings do not include a cafeteria, make-shift room arrangements have been improvised to initiate this program. Classrooms, gymnasiums, corridors, and even storage rooms are converted into lunch rooms during the noon hour.

### *How It Works*

Between the end of lunch and the opening of classes, students frequently have from 15 to 45 minutes of free time, depending on the length of the noon period. In the fall and spring when the weather is pleasant, this time is usually spent out-of-doors. However, during the winter months, the prospect of going outside is less inviting. With time on his hands and nothing to do, a healthy high school student can be a liability.

Aimed to keep pupils occupied and relaxed, noon hour recreation has gained widespread support among school administrators. It is generally agreed that this program provides a release of excess energy, creates a good sense of sociability, and gives pupils an opportunity to plan and assume responsibility.

It is not unusual to find fifty percent of the pupils in a high school remaining at school all day. In many communities seventy five percent of the students stay for lunch. A recent survey in Wisconsin

found thirty different noon-hour activities being sponsored by the public high schools, with the average between five and six. Basketball, volleyball, and social dancing headed the list. Other popular activities in the program included movies, ping-pong, checkers, cards, folk dancing, shuffleboard, chess, community singing, and softball. For students who wanted to read or study, the library and study hall were available.

In many high schools, students were responsible for planning and conducting their own activities. The Wisconsin study found that more than twenty five percent of the lunch hour programs were student-supervised. Although teachers were responsible for most of the activities, student assistants were in direct charge of many quiet table games, competitive sports, and auditorium entertainment programs.

Some high schools have a definite schedule of activities for the year planned in advance. For example at the Pulaski High School in Milwaukee, where the program is ten years old, a mimeographed "Noon Hour Program Schedule" which gives the date, activity, and teacher responsible, is distributed at the start of

each semester. Movies are shown three days a week. On Mondays the physical education department is responsible for the program, while music and speech groups provide the talent on Thursday.

An ambitious program of lunch hour recreation has also been developed at Milwaukee Juneau High School, where the following schedule is offered: Monday, apparatus work in gymnasium, with spectators in the balcony; Tuesday, community singing in the auditorium; Wednesday, pupil talent; Thursday, movies in the auditorium; and, Friday, social and folk dancing.

In most schools the sports or athletic activities are seasonal and do not continue during the entire year.

Are you surprised at the tremendous growth in popularity of the "full lunch hour"? Mother is spared the burden of preparing a lunch each day, and son John doesn't need to carry his lunch or eat dry sandwiches at noon. What's more, he spends an enjoyable fifteen to thirty minutes visiting with friends, watching a movie, or taking part in a game of his choice. Would you go home at noon, and miss the fun?

## Should Junior High Schools Have Highly Organized Competitive Athletics

EVERY one of us is acquainted with certain natural growth phenomena which we take for granted and, because of their commonplaceness, have not given them a definite place in our thinking with regard to the general program of physical education.

To be specific—we expect babies to cut their first teeth about the age of 6 months and to walk at about 12 months. At about the age of 6 years, we expect them to have the first permanent molar erupt. As a matter of fact, this first permanent molar is commonly called "the sixth year molar" because of the time of its eruption. Fond parents are wont to take undue credit unto themselves and their offspring if they (the offspring) walk, talk, or cut their first teeth a month or so earlier than other children of the same age.

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There are other occurrences of the same sort with which we are entirely familiar—the appearance of pubic hair, change of voice in boys and, as we go along in the age scale, the necessity for the use of bi-focal glasses, the graying of the hair, etc. We are all familiar with persons who are prematurely gray. Why do we judge them to be prematurely gray? It is, of course, because of the fact that we expect people in general to have their hair turn gray at about a certain age. One whose hair turns gray before this expected age is said to be prematurely gray. Actually, of

course, prematurely gray hair is due to heredity—and so is baldness.

It then appears that we are all familiar with certain accepted norms with regard to the time and order of appearance of certain purely physical conditions. We take them for granted; we appraise the age of an individual by the occurrence of these characteristic physical changes without giving much more than a passing thought to the entire range of these growth phenomena.

There has within the last decade or two appeared amongst us a new type of scientist known as the "physical anthropologist." These men have developed a science which permits them to appraise the developmental age of the individual either by means of X-raying the living or by inspection of the skeletal remains of the dead.

With X-ray evidence of the living, there are certain rather well-defined periods of appearance of the centers of ossification. Certain of these centers are in evidence at birth; others come along shortly after birth, such as the head of the femur, distal fibula and distal tibia at about 2 months; appearance of the radial head of humerus at 3 months and appearance of cuneiform; greater tuberosity of humerus at 5 months, and on up on through various centers by short lapses of time up to the age of 5 when all the centers of calcification should be in evidence.

The physical anthropologist is, therefore, able to tell by means of X-ray as to whether or not a child is developing his skeletal framework according to nature's schedule. This by the appearance of the centers of ossification, and also by the condition of the epiphyseal unions of certain of the bones of the body. They have gone the step further and are able to accelerate development in individuals who are rather definitely behind schedule.

Dates of the epiphyseal union of the long bones is known. Beginning at about the age of 14, there is a union of the second phalanges of the foot; between 15 and 16 the 1st and 2nd phalanges of the fingers; 14 to 15 union of the distal humerus; 15-6 to 16-6 distal fibula and distal tibia; 17 and 18 head of the femur and greater and lesser trochanters; 18 and 19 acromion of the scapula and distal ulna and radius; 19-20 proximal humerus, 19-6, 20-6, etc., up to 25 to 28, when the sternal

end of the clavicle unites. There are certain sex differences evident in the precocity of female maturation.

Our friends, the physical anthropologists, go one step in advance of this, and Dr. T. Wingate Todd of Brush Foundation of Western Reserve University has found in general that there may be a small amount of acceleration expected in these things from those children who are raised under exceptional home conditions and whose health is or has been exceptionally good. In general, however, acceleration of the appearance of centers of ossification and dates of epiphyseal union has not been accomplished nor would it be considered either a wise or advantageous thing to secure this acceleration if it were possible to do so.

From the skeletal remains, these physical anthropologists are able to tell with a surprising degree of accuracy, age, sex, race, and even the approximate height of individuals who have been dead even for centuries. These scientists are able to do this because of carefully worked out measurements and observations made upon the skeletal remains of individuals whose life history is known.

Age of dead material is determined by a number of things. Dentition, providing, of course, all the teeth have not erupted. If all the teeth have completely erupted, it can be said with certainty that the individual whose remains are being examined was beyond a certain age, the age of complete eruption of all teeth having rather definitely been fixed. Another means is the closure of the sutures of the skull. Since it has been discovered that the three sutures—coronal, sagittal, lambdoidal—begin to close and complete their closures approximately within the two year age range—22, 24, and 26 respectively. It is further known that the circum-meatal sutures of the skull do not often close before the age of 60.

Now, you will all be wondering what this has to do with the topic under discussion. Briefly, this. Nature has established a pattern for the physical growth of the race. Teachers should take advantage of all the scientific knowledge along these lines which may be available in the development of courses of study, be the course of study mental or physical. Further, teachers should in the development of these courses of study certainly take

great care never to interfere with nature's growth pattern, certainly not to retard it. This, of course, leaves the question of acceleration an open one. Retardation of the skeletal development of children is considered by scientists to be caused by pathology. Therefore, retardation due to the course of study should be considered in the same light.

There is the item of the natural interest pattern of children which should be taken into account, as well as the developmental pattern. Since we are more familiar with this interest pattern of growing children, and because of limitations of time, no further mention will be made of it. Its importance in educational procedure is second to no other factor, however.

There are many studies which, when translated into the field of physical education, tend to show that nature has provided a pattern for physical activity which we may find to be quite as definite as is nature's pattern for the appearance of the centers of ossification, for epiphyseal union, for suture closure, for children's interest in certain things, etc.

Dr. Arnold Gessell of Yale University has made one such study which, for purposes of example, is herewith quoted:

"One twin was taught for 20 minutes daily over a period of six weeks how to climb stairs and play with small red blocks. The other twin was not allowed even incidentally to do these things. At the end of the period when both were a year old, the trained Twin T was very proficient in stair climbing and the control Twin C could not scale the four-stair staircase even with assistance. But a week later Twin C, again given a chance, climbed right up without training or assistance. Two weeks of training given Twin C made her equal to Twin T in skill. Motion pictures of each twin at each test showed the investigators that Twin C climbed better at 55 weeks or age than Twin T did at 52 weeks. Although Twin T was trained three times longer and seven weeks earlier, this advantage was overcome by three weeks of added age on the part of Twin C. In playing with cubes the training of one twin gave no advantage in skill over her sister.

Such tests may have important influence on educational methods. Drill and repetition may not be effective if given when the child has not developed suffi-

ciently.

Training somewhat hastens and perfects the manifestations of skill, but it is well to recognize that all forms of skill can rest only on a solid basis of behavior capacities which are determined by natural growth processes. The fundamental problem of educational psychology is to bring training and natural maturity into the most fruitful relations."

Other students in this field have contributed experimental evidence, some of which seems to prove and some of which seems to disprove Dr. Gessell's studies.

Dr. Frederick Tilney, Director of the Neurological Clinic of Columbia University, says:

"Physical activities' abilities of children depend upon the development of the brain and the nervous system."

This—after a rather long and complete series of laboratory studies of both mentally and physically precocious children. It would seem from this that Dr. Tilney must agree with Dr. Gessell when he says:

"It is well to recognize that all forms of skill can rest only on a solid basis of behavior capacities which are determined by natural growth processes."

There can be little or no question but that there is a natural growth process pattern for the development of the brain and the nervous system quite as well defined, if not as easily measured, as is the natural growth pattern of the skeletal portions of the human being recognized and catalogued under the general term of appearance of centers of ossification and dates of epiphyseal union spoken of somewhat at length before.

All of this, then, brings us up to the fundamental question towards an answer of which this paper is directed, namely:

"Are highly competitive athletic contests properly or desirably placed in a junior high school program of physical educational?"

My reply to the question is that in the light of such data as are available touching upon three of nature's patterns in skeletal development, physical activity, and natural interest, lead me to think that we are not giving enough consideration to the three items as a unit.

The data about to be presented largely comes from a series of studies made in the Cleveland Public Schools over the last five or six years. These data were honestly

collected by intelligent, interested teachers of physical education who, in some instances, collected the data prior to the beginning of some of the studies made. That is, some of the data were collected simply as routine matters of classroom procedure over a period of years prior to the time when the general question was raised as to the advisability of continuing with a highly organized program of competitive athletics in the junior high school grades. Some of the data were secured after the question had been raised, but again by teachers who were honestly interested in the project and who professionally would not stoop to color data so as to make it coincide with personal opinion.

In Cleveland we found boys competing in athletics did not gain as much in height, weight, and lung capacity as did a comparable group of boys in the same school not taking part in the competitive athletic program. Your attention is directed to Table I which gives you the simple average (mathematical mean) figures for the two groups. These figures tend to bear out the statement just made to the effect that boys taking part in athletics do not increase as much in heights, weight, and lung capacity as do their schoolmates not taking part over the same period of time. Now, there may be a variety of reasons for this finding, and it is also possible that were the study to be made again over a similar length of time, the findings would not repeat themselves. We, however, have considerable faith in the integrity of the data presented and, therefore, in the findings illustrated in Table I. The groups of boys compared are small, being only about thirty in each group, but they were compared over approximately the same two-year span—namely from age 13 years 6 months to 15 years 6 months.

TABLE I

Group 1	Group 2
Athletic	Non-Athletic

Height increase ....	1.27 in.	3.06 in.
Weight increase ....	17.75 lbs.	18.65 lbs.
Lung Capacity increase....	21.00	45.00

Table I shows the relative gains of the two groups over the same two-year age period, from 13 years 6 months to 15

years 6 months. The boys at the beginning of the study were found to be related as follows:

The average height of the athletic group was 63.7 in., the average weight was 112.4 lbs. The non-athletic group was found to have an average height of 62.6 in., and an average weight of 116 lbs. That is, the athletic group was, on the average, an inch taller and 3.6 lbs. lighter per boy than was the non-athletic group.

(Concluded next month)

#### CARDINAL PRINCIPLES FOR IMPROVING SPORTSMANSHIP

1. A planned educational program in sportsmanship for the entire school. In order to be effective this must be a continual program throughout the school year. Special emphasis at specific times will do only a piece-meal job.

2. A planned educational program in sportsmanship for the whole community. The program, in order to be effective, must reach all strata of society, not just the upper half.

3. A planned educational program in sportsmanship for the press and radio personnel in your community. These media of information have a great responsibility in seeing that scholastic contests are carried on in the best educational fashion.

4. See that adequate numbers of officers of the law are present at all athletic contests.

5. See that drinking, gambling and cursing are not allowed at any scholastic contest.

6. See that the football field is fenced in so that it is impossible for fans to walk out on the playing field.

7. See that your coaches and players conduct themselves in such a fashion as not to incite the crowd.

8. See that officials for all games are mutually agreed upon and that their services are secured early in the season.

9. See that the announcers at athletic contests are efficient and capable.

10. School administrators should be alert and on the job at all athletic contests.

11. See that peace officers meet the game officials on the field after each game and escort them to the dressing room.

12. Provide equal competition in order to avoid one-sided contests.

—Texas Interscholastic Leaguer

# ASSEMBLY PROGRAMS for December

The month of December is one in which we find too many things to do. Since such is the case, it is advisable for an assembly committee to consider carefully what activities should be followed and what special days should be given notice on the assembly schedule. The Christmas holiday is one that is a "must" on any schedule of December activities, the TB Seal Sale is deserving of our support, and a third program added for variety's sake gives the month sentiment, a sense of responsibility, and relaxation.

The TB Association gets its sale under way the early part of December and in order to further develop the feeling of responsibility among the students of the school, the program is scheduled for the first Friday of the month. Use the advance advertising which is available from the local chairman of the drive. This material is always available early in the year so that the program may be the result of careful planning and preparation. The program listed below is one that proved effective.

## TB SEAL SALE:

Narrator: Have you ever had one of your family struck down by a dread disease? Have you ever one day been happy and been enjoying the companionship of your family and the next been awakened to the fact that one of those loved ones had contracted a disease about which you knew very little and for which there was little available help? Listen and let me tell you why such an experience is one which you will never have to know about. If you, you the students in our schools will listen, you will learn of the dangers of ignorance, ignorance when there is no excuse for it.

Today the field of medicine is making available to us all, information about some of the diseases which have been "plagues" down through the ages. One of these diseases is tuberculosis. No longer is the individual like a rat in a trap, bound to be caught. The individual may now learn of the dangers, the symptoms, may now have regular check-ups to make sure that none of the symptoms are showing up, may now have care when it is needed, and may share in these benefits free of charge if that is necessary. Can any of us forego the opportunity to help our local committee to reach the goal which they have set? Listen and hear the

## IRENE GRAY

*Grand Junction High School  
Grand Junction, Colorado*

facts.

(The next part of the program presented with the aid of the chairman of the local committee, who outlines the work of the committee in past years and what it must do this year; the school nurse, who outlines the part played by the schools in detecting and disease in individuals in the schools the past year. The Nurse usually gives descriptions of specific cases. This may be done without disclosing the identity of the individual. The last member of the group is a local doctor, who explains the work of the X-ray in the follow-up study of the student who accepts the free check-up when the mobile unit is in the town.)

Narrator: Can you shirk your responsibility to this program with these facts staring you in the face? Of course, you can't. Let's get behind our building representatives and help the local committee to meet its goal early in the season. (Music up and out gradually. Use "America the Beautiful".)

This program should take about 25 minutes. It is noted that a careful briefing of the invited speakers is desirable so that the director is sure that all points as outlined by the local committee are covered.

## BRIGHT AND SHINING FACES

As we are forced to spend more and more time in the building, it is well to think of the ways and means of keeping the building clean and neat throughout the long school day. A clean and shining building makes working conditions much more desirable. The following assembly program should help.

In the background is heard the tune "We're all in our places with bright shiny faces" as the curtain is opened on an empty stage. The audience sees just large smiling masks flanking the back of the cyclorama which is parted and draped to form a doorway. (Back of the drape is a yellow spot in front of a dark backing.)

The characters are dressed in clown suits, ballet costumes, and tights, all in black and bright pink. All make-up is very pink. The character who is called "Careless Sam" is dress-

ed like the others except for a worn and patched vest and a high hat which is in very bad condition.

The action begins when three clowns enter through the arch with art materials of all sorts. They move down stage left and set up their classroom. They ad lib a conversation which relates some of the chatter of the art department. As they work and become engrossed in each other's work, Careless Sam edges his way around from one piece of work to another and drops materials, spills paints, etc when no one is looking. This group freezes as the next group enters.

The second group is a group of girl students in ballet dresses and boys wearing dark trousers and smocks made of bright pink. They also wear floppy black tamis. This group begins conversing in foreign languages. As one of the characters begins to act out a part from one of the plays studied in a particular language (this should be adapted to the individual situation) all of the group stop and watch him. As their interest is centered on the actor, Careless Sam, who has been hiding behind artists, carefully steals around the group and upsets a stack of books. The noise calls attention to the accident, but when the group turns toward the books, Careless Sam has disappeared. They all look accusingly at a pretty ballet girl who is standing near the books. She begins picking up the books, doing a little dance as she does it. This group freezes as she concludes her dance.

Appearing in the archway is a third group, which represents a group of students. Although the group is dressed in the fantastic costumes of playette, their conversation is quite natural. They are two boys and two girls.

1st boy: Here's some gum for you, Sally.

1st girl: Oh thank you. It was so warm in that Chemistry room that I thought I'd die of thirst before the end of the period. (She opens the gum and unwraps it, carefully putting the wrapper in the huge receptacle which stands near the arch on the left. As she does this, 1st boy gives gum to the other two who follow her example.)

2nd girl: Thanks, Tom. You are a life saver. It's bad enough to have to sit through this next class with something to take my mind off the dull subject matter.

2nd boy: Thanks for me, too.

(The conversation goes on carrying out some publicity for some activity which is to take place in the school. This is a means of having the assembly "kill two birds with one stone." As the group is talking, Careless Sam comes stealthily

from behind the second group and darts behind the trash can. Ever once in a while his head appears and he grabs bits of paper out of the trash can and tosses them merrily away. He is enjoying himself immensely when he is discovered by the 2nd girl.)

2nd girl: Why you mean little elf. I always thought that elves were helpful little creatures. We'll show you how to mess up our halls.

(There is a vamp played on the piano and the four in the arch are ready to give a little "barber-shop" harmony.

The tune they use is "Shame, shame on you".

Shame, shame on you.

Shame, shame on you.

Took our scraps and carelessly threw them

On the floor, and really blew them,

Ain't you shamed, Careless Sam.

(Careless Sam pantomimes that he is not ashamed.) The Quartette sings again, using the tune "I've been working on the railroad".

We'll be working on our hallways  
All the livelong day.

We'll be working on our hallways  
So's they'll look O. K.

Buildings make a bad appearance  
If they're not well kept

So, come on all you students,  
Work for Clean-up Day.

(A recording machine brings up an orchestration of the song until the fanfare is through the main part of the song. Then the yell-leaders come out from the sides of the stage and the whole student body gives 15 rabs for Clean-up Day. As this happens, the ballet figures whirl into a dance and the clowns turn handsprings and do acrobatics.)

Quick curtain

This assembly has many possibilities. Where special difficulties are present, the program may be adapted to the purpose of the school.

#### KEEPING THE PEACE

Probably no topic is of more concern today than "Peace—How to Keep It." This topic is of great concern to students as well as adults and is an appropriate theme for assembly programs. It seems particularly suited for a pre-Christmas

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program this year. "The driving force that makes for peace or war is engendered where the young are taught," says H. G. Wells. Some schools may develop programs dealing with the United Nations organizations, which represents at this time the greatest possible measure of agreement among the great powers. Other schools will originate their own plans for programs to emphasize peace and international understanding.

The ideas carried out at the Augusta Lewis Troup Junior High School of New Haven, Connecticut, might prove suggestive to schools that are interested in planning a program on "Peace". The report which follows was written by Mr. Timothy E. Curran, Principal of that school:

In the days before Christmas, we felt that our boys and girls should be made aware of the unity between the ideal of world peace as a surcease from war and the spiritual peace which the Christmas season evokes in even the most hardened. In order to reach the entire student body, we chose the five leading religious and cultural groups: (1) Roman Catholic, (2) Protestant, (3) Jewish, (4) Greek Orthodox, (5) Negro.

A clergyman from each group was invited to address the student body on "Peace." This series of Pre-Christmas assemblies, as they were termed, were of short duration. They were held from 8:30 to 8:45 a. m., during what is usually the daily homeroom guidance period.

A boy or girl from each denomination—usually from the church the clergyman represented—was chosen to lead the school in prayer, then introducing the speaker who limited his address to ten-minutes. The assembly closed with the Salute to the Flag and the singing of the National Anthem. Prayers were all selected from the Psalms.

So successful was this initial attempt and so enthusiastic the spirit it engendered, that we followed the programs the next year with a series on "Faith."

We feel that this series of short assemblies with a major objective serves two main purposes: (1) to instill in our young people the religious significance of Christmas; (2) to disseminate among a racially and religiously mixed body an appreciation for and understanding of the universality of the words of St. Paul—"And the greatest of these is Charity."

A program with a purpose similar to the above was presented in the Central High School, Binghamton, N. Y. It was reported by Mr. John Edwin Foster.

Recognizing the important place that youth have in the monumental task of securing and retaining world peace, the Social Studies De-

partment of the Central High School, decided to place special emphasis on the topic in a pre-Christmas assembly last year. For this special program, two noteworthy lecturers were invited to present their views.

To focus the students' attention on the importance of the occasion, the Social Studies teachers asked them to make careful notes on what was said in order that they might use the material in later class discussion. The stage was carefully prepared to further the theme of the assembly. The flags of the United Nations were banked in a semicircle, and those of the "Big Five" were spotlighted in an archway in the center. The scripture chosen to open the assembly was the 4th Chapter of Micah, verses 1-5, "And He shall judge among many people, and rebuke strong nations afar off; and they shall beat their swords into plowshares and their spears into pruninghooks; nation shall not lift up a sword against nation, neither shall they learn war any more."

The first speaker was a Greek actress, Miss Aliki. Dressed in American fashion, if it had not been for her accent, she would have been no different from a young woman born and reared in this country. She spoke earnestly and with conviction on the history and present status of Greece. She made clear to her audience the inmost feelings of a vast number of the Greek people. Miss Aliki declared that the United States must accept the foremost place in leading the world to peace and prosperity.

The second speaker was Ben Kuroki, an ex-G. I., who had flown 58 missions in the Army Air Corps. He was one of a large family from a small Nebraska town, where he had never experienced any race prejudice. The day after Pearl Harbor, he joined the Army, where for the first time he was ostracized because of his race. When he finally went overseas, however, he said that he experienced true democracy among bombing crews on dangerous missions to whom "race, position, or rank didn't make any difference." Returning to this country, he again battled against intolerance. He was barred from certain hotels and could not speak on a radio broadcast in California. Mr. Kuroki asserted in

(Continued on page 110)

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# News Notes and Comments

The following suggestions for providing purposeful student council leadership are offered by Dr. Gerald M. Van Pool, Director of Student Activities of the National Association of Student Council:

1. Explore the possibilities of organizing a city, county, or state student council association.
2. Suggest useful and workable projects for student councils.
3. Review and evaluate the activities of student councils in your area; determine whether or not they function effectively in providing inspired leadership for the school and community.
4. Appear before student assemblies to give information on what student councils generally are doing in other parts of the country.
5. Encourage students to work on some type of school-community project.
6. Assist in organizing a student council in a school that does not now have one.
7. Try to present a report of the National Conference to your state association convention.
8. Urge your state association to make plans now to send official delegates to the 1951 National Conference of Student Councils to be held in Wellesley, Massachusetts, June 18-21, 1951.

Sportmanship is one of our most cherished possessions. What is our win-at-any cost attitude doing to it? Rhea H. Williams raises that question and answers it in "Sportmanship Is What You Make It" in the October number of *Texas Outlook*.

In "Cheerleading School Is Unique", Hugh Cunningham, in the October *Texas Outlook*, tells of the cheerleading school held at Huntsville last summer.

Elizabeth V. Lloyd, has been elected Executive Secretary of the Student cooperative Association of Virginia.

Parker High School, Birmingham, Ala., has a student council of 72 members.

## POOR OFFICIATING vs. POOR COACHING

Forrest R. Kyle writing for the Sports Department of the Decatur Herald (Illinois) speaks out on the tendency of coaches to criticise officials. He says:

"The criticism of officiating by coaches is getting a little tiresome. All a collegiate basketball team has to do these days is venture out of its

own backyard, get whipped and the coach feels qualified to scream that the officiating was so horrible his little lambs didn't have a chance.

"There's always the chance that the coach is right in crying that the officials should be employing seeing-eye dogs, but if officials are bad they are bad for both teams.

"Maybe some of the chief sobbers among the coaching gentry would have a different outlook if it was diplomatic for officials to come around after a game and explain to a losing coach that if he wasn't such a dope in teaching defense his team wouldn't have lost."

This is hard talk, but the idea in the last paragraph is worth thinking about. Suppose officials did seek out the coaches after the game, and in the presence of their players and fans, berated them for their inefficiency in directing the play of their teams, angrily describing example after example to establish the point. Would the coach be able to bite his tongue and keep walking as some of our game officials often have to do? It would be interesting to hear and see!—Tennessee Secondary School Athletic Association News. (February 1950)

## Classroom in Store Window Draws the Crowds

A shop window in Wyandotte, Michigan, being could peer for a demonstration of their school came a classroom last year into which passers-by system's audio-visual program in action. This unique method of informing the citizenry about an important development in the educational program was an American Education Week activity, according to *Educational Screen*.

## SCHOOL ACTIVITIES SALUTES JOSEPHINE BULLOCK

She was born in Sinclairville, New York, in 1876 as Miss Josephine Terry. She moved to Youngsville, Pennsylvania soon afterward, attended school there in both grade and high school. She moved back to New York and attended college and taught until 1900, when she married Mr. Bullock and moved to Oklahoma Indian Territory.

Continuing her teaching and college work at East Central State College at Ada, where she received her Bachelor's degree, she became interested in what young people were interested in doing and what could be done for young people. She organized her first student council in Madill in 1933 and continued as sponsor of

the student council there until the time of her retirement in May 1950. She helped organize the Southeastern District Student Council Congress in 1933.

In 1940 Mrs. Bullock received her Master's degree from the Oklahoma A. & M. College. Her husband passed away some years ago and she continued teaching after his death. During her 50 years of teaching she reared five daughters. She is 74 years of age.

Mrs. Bullock has been active in all phases of school life: directing plays, sponsoring classes, coaching debate—always happy to work with students. She attended all the planning meetings of her district with her student council. Summer before last she attended the National Student Council meeting with representatives of her chapter, and after her retirement in May of this year she sponsored two students to Denver when sponsors from McAlester and Durant couldn't make the trip.

Last year, she climaxed her work by managing to hold the State Convention in Madill, where some 360 students came for their three days of enjoyable meetings.

All her teaching was socialized, a fact which gave students a chance to grow and develop according to their abilities. Democracy in the classroom was her teaching career.

Mrs. Bullock lives in Ardmore and plans to devote her time to writing in the fields of Schools and Student Councils.—A. A. Johnson, Principal, Madill High School, Madill, Okla.

### SO YOU WANT TO BE A CHEER LEADER

(Continued from page 88)

lows again, and then each person goes through the routine he will present on Friday. By this time, we have developed at least eight different cheers for presentation.

Finally the aspirants arrive fifteen minutes before assembly time and limber up in readiness. The students take their seats and the program is under way. The students are informed of the purpose of the assembly and the need for complete cooperation with each contestant. All of the neophytes come out on the floor and lead the school in a "big locomotive". They get the feel of the crowd and are ready for their presentation. Each contestant gives one cheer until all have been presented. Then each person gives another cheer. Judges, made up of four teachers and four officers of the student council record points on cards prepared for each

student. Crowd appeal, voice, cheering technique, and apparent leadership are evaluated. The highest ranking contestants become the "A" squad cheerleaders and the remainder, the "B" squad, dependent upon the number needed. Thus the cheerleaders for the school year have been selected and the "B" squad becomes the training group for the next year.

Out of the five who had never cheered before, one became an "A" squad member and three became "B" squadders.

So you see, from our experience here at Park High, cheerleaders are *made*, not born. In the event we can be of service in helping out any school desiring to try out our apparently successful system, a letter to the contributor will be welcome.

### THE WELFARE STATE IS HERE TO STAY

(Continued from page 93)

tunity to do so. Why is this? We feel that it is because business men now realize the value of Social Security and they would not be without these benefits if they could escape them. There can be no doubt but that the people favor the plan. It has given workers the feeling of security in old age. In fact many workers will not take positions with firms that are not covered by Social Security. The plan has worked so well in this country that most of the people now favor it.

Editor's note: This is the second of four articles by Harold E. Gibson on the current high school debate topic. The third will come next month.



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# How We Do It

## **SENIOR HIGH SCHOOL CLUB AND ORIENTATION ACTIVITIES**

Schurz High School in Chicago has a rather unusual program of club and orientation activities, unusual for a senior high school, although such programs are common in the junior high schools of the country.

The Chicago high schools typically operate nine forty-minute periods per day. Such is the Schurz schedule. Each Friday, by taking five minutes from each of the other eight periods, the school gains forty minutes for doubling the third period of the day. The every-day activities are carried on during the regular third period, but the extra third period this gives, is used for club and orientation activities.

The 9B students, first-semester freshmen, are treated to a whole series of orientation activities; assemblies in which they see the personnel and typical activities of the student clubs, orientation talks and discussions by various faculty members who deal with the whole student body (librarian, adjustment teachers, attendance and placement counsellors, ROTC officers, lunchroom manager, clerks, assistant principals, principal, administrative aides), visits to various points of interest in the school building (science laboratories, the engineer's installations, home arts laboratories, ROTC quarters), a series of small-group meetings in the social laboratory where they learn the social amenities and hear of the cultural traditions of the school.

Toward the end of the semester, the various homerooms of the 9B-semester group play each other in an intra-mural tournament of volley ball, basket ball, or soft ball, according to their own wishes.

The graduating seniors, the eighth semester group, meet together in the auditorium for a number of sessions for the purpose of planning the activities associated with graduation—contests, senior play, senior prom, class luncheon, and graduation. Every other week the extra third period is devoted to dancing lessons, given in the girls' gyms by the physical education instructors and other teachers, for the benefit of those prospective graduates who have not yet learned to dance to their own satisfaction. These sessions are very attractive and well attended.

The list of clubs which operate during this extra third period on Fridays is a long one. Since many of the clubs are, as they should be,

the clubs that are typically found in a high school, no special mention will be made of them. Only a few of the most popular and outstanding clubs will be briefly described.

The square-dance club meets in one of the boys' gyms. Enrolling about one hundred students, it is conducted by one of the boys' physical education instructors. The music is furnished by a juke box, and the calling is done by the instructor. He teaches the dances and the students participate eagerly and enthusiastically. The enrollment in this club is growing so rapidly that another of its kind will probably be organized next semester.

The chess club is very popular, organized as the bands are usually organized in schools which have outstanding bands, with separate clubs for beginners, intermediates, and advanced players. The members of the advanced chess club are typically some of the most alert and scholastically capable students of the school.

The photography and travel clubs are always well filled. The great popularity of these clubs changes but little from semester to semester.

In these days when communism and fascism and various other isms have us worried, it is very comforting to note that the Americanism Club, sponsored by a very popular and enterprising teacher of U. S. History and Civics, is the most popular club in the school. The secret seems to lie in the dynamic leadership and in the careful planning of the programs, although we must not overlook the natural idealism of youth and their longing for a program that will give them something of importance to do for their school and for society. The coordinator of club activities who has not yet succeeded in developing in his high school a club for the promotion of civic service and understanding is missing a splendid opportunity.

—JOHN W. BELL, District Superintendent, Schurz High School, Chicago, Illinois.

## **CHRISTMAS AT HOLLAND HIGH SCHOOL**

One of the outstanding assemblies presented each year at Holland high school is the annual Christmas assembly. To give adequate "build-up", various minor programs are presented through the preceding week. Last year's Christmas season was exceptionally successful, and general arrangements were in charge of the student council.

Trees and evergreen trim were furnished from the school forest. Trees were decorated on either side of the auditorium stage, and a lighted star was centered above the stage arch.

Pre-program activities during the week included carol singing from song sheets distributed among the students—one morning with piano accompaniment and one morning with band accompaniment. The band also rendered Christmas selections. For variety, a sports film was shown one morning. On the fourth morning the choir gave a varied program, and on the final morning a local musician played instrumental numbers and led in group singing.

Collections of money contributions were held on two mornings of the week, proceeds going to two local charities—the City Mission and the Salvation Army, each of which received sizable checks. Canned goods and food were also solicited and presented at the final assembly.

Since speech students at Holland High had entered the Tuberculosis Speech Contest again, the speech classes presented prize-winning speeches during one program by means of a mock radio broadcast couched in a Christmas-carol records setting. Appropriate Bible stories were read during devotional periods throughout the week.

As a special treat, Dr. Avison, speech instructor at Hope College, gave a rendition of his interpretation of Dickens' *A Christmas Carol*, cleverly read without manuscript, thereby retaining the students' attention.

The year's assembly theme was "Mr. Riemersina's Christmas." (The name of any principal or teacher could be substituted). A preliminary skit showed the principal hanging his stocking before the fireplace on Christmas eve, while a student read the principal's alleged letter to Santa Claus. The school is divided into seven wards, and each ward depicted one letter of the word p-r-e-s-e-n-t. Wards were represented by huge man-sized gift boxes, each beautifully wrapped and bearing a letter of the respective ward. The girl who read the Santa Claus letter read a rhyme of explanation as the principal opened each package, each of which contained a student in costume. One contained a trumpeter to call his students out of bed; one contained Eva, the office girl to do his office work etc.

The high school mayor presided. Singing of carols was participated in by the audience. Santa Claus, a former Holland High School student whose identify was not revealed until the end of the program, presented gifts to custodians, teachers, advisors, and sponsors.

During the week the biology department sold Christmas wreaths and decorations in the halls,



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proceeds going for their "station-wagon" fund. Various displays of Christmas cards and other decorations gave the halls an atmosphere of Christmas.

—PETER VELTMAN, Journalism Instructor, High School, Holland, Michigan.

#### SQUARE DANCE

"Allemande left with that old left hand; Meet your partner with a Right and Left Grand"—urges the voice of the student caller. This means that it is Square Dance Time at McKinley Junior High School in Vandalia.

Music is provided by phonograph records. We prefer music which has a strong beat, without recorded calls. This is especially true when we are working out a dance figure which is new to the group. By using a student as caller, we are able to slow down or stop when the inevitable beginners' mistakes occur. There are several boys who like calling, and will gladly take turns doing it.

We try to make square dancing fun from the very first, so the student performers will not get discouraged and give up. We like to start new dancers out with what is actually a Circle dance, not a square. Its title is "Meet John Brown", and the call goes something like this:

"Girls to the center and salute John Brown  
Boys to the center and salute John Brown  
Grand Right and Left—  
Grab a new partner and give her a swing  
Then face right around to the center of the  
ring."

That is all there is to it. The whole routine is repeated over and over until just before the dancers start to tire of it. This particular dance is useful because it teaches several of the basic square dance figures, it's easy to learn, and is lots of fun. After we have learned "Meet John Brown", we try some of the simpler square dance figures, such as "Down Through the Middle" and "Dive for the Oyster".

At McKinley Junior High, we have a Square Dance Team, composed mostly of eighth graders. The members of this team are five couples and a caller. The fifth couple takes care of the records and the record player. This also gives one couple a rest period during practice (which is strenuous at times). The "rest couple" changes from time to time, of course.

Our equipment consists, first of all, of the record player which was given to us by a local merchant. We have three albums of records; some with calls, and some without calls. Our call book is a small loose-leaf notebook in which we type our favorite calls. Ordinarily, the caller uses a cheerleader's megaphone; a public address

system is used when the dancers are giving a public demonstration before a large group. We have some square dance books, and other material has been obtained from magazines, newspapers, and radio stations. We have handwritten notes containing ideas gleaned from "old timers" in the community, and from square dancing as seen on the screens of downtown theaters.

The announcement that we have been invited to dance for some local organization is greeted with cheers and smiles, for our boys and girls like very much to dance in public. We do very little special preparation for these appearances. Often we decide just a few minutes before the appearance just which of the dances we are going to do. Only when dancing on a small stage is there an exception to this rule; then students have to make adjustments for dancing in a small space. Applause is most welcome, for it means a chance to dance once more!

As to the costumes, the boys wear blue jeans and the brightest shirts they own (or can borrow). The girls wear pretty white blouses, and very full brightly-colored skirts. The girls like to wear "bells on their toes"—little bells tied to their shoes so they tinkle when they dance. There is nothing about the clothes that either the boys or the girls wear which would attract attention or make them seem out of place. We



definitely avoid having them wear clothes that look quaint or old-fashioned. Square dancing is as modern as today, so we want our students to wear the pretty, modern clothes which they already own.

The team is used as a nucleus for teaching

square dancing to many of the other students of our school. Most of the teaching takes place at noon on bad days, at parties, and in P. E. classes. In our case, it is a very useful P. E. activity. We have a small playground. There is no gymnasium, so certain games and activities are simply "out" as far as we are concerned. Since square dancing takes a rather small space, it makes a good activity for classroom use. Our usual practice time for the team is after school once or twice a week. Before practice starts, students decide when quitting time shall be, and then we try to stop at exactly that time.

The members of the faculty and the parents are very much in favor of the program, and think it has some very definite values for the students. First of all, is its social value, for it helps the timid boy or girl to have a good time and to become a better mixer. It offers wholesome fun to this particular age group. It helps to develop rhythmical coordination that these fast-growing teen-agers are often in need of. It teaches a sense of responsibility, when they divide the chores of putting away the records and the record-player, and of replacing the desks and tables which were pushed back in the classroom when the practice period started. Not the least of these values is the spirit of helpfulness

shown when students willingly teach others what they have learned.

—WAUNETA GRIFFIN, Social Studies Teacher, McKinley School, Vandalia, Illinois.

#### CHRISTMAS BASKETS

On the afternoon of December 21, 1949 just before dismissal of DuQuoin Township High School for the Christmas Vacation, 24 baskets well-filled with a variety of good food such as hams, chicken, canned vegetables, and fruits, coffee, cereal, flour, sugar, and many other items, were placed on the stage in the auditorium.

These appetizing and beautifully decorated baskets represented combined volunteer effort on the part of the student body to do something for needy people in Du Quoin.

Following an appropriate program of Christmas Carols, the students delivered the baskets to the families, and another successful project sponsored by the Du Quoin Township High School Student Council had been completed.

The Student Council conceived of the idea two years ago of helping people in the community at Christmas time. Since the year's project was handled in such an efficient manner, it was decided that it should be an annual affair.

Not only did it provide families with some

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needed Christmas Cheer, but it was also a fine lesson in helping others, and an opportunity for Student Council, who made and carried out the plans, to accept responsibility.—D. W. HORTIN, Sponsor, Student Council, Township High School, Du Quoin, Illinois.

#### Santa's Singing Toys

##### Highlight Christmas Display

With Jolly Saint Nicholas directing them in "Jingle Bells", singing toys lent a merry glow to the atmosphere in a front lawn and building facade display at Grand Junction, Colorado, during the festive Christmas season. Supplementing the outdoor scene was a giant evergreen brightly colored with gay lights.

Engineering the project, the student council enlisted the aid of each homeroom in making the toys which were dubbed Porky, the pig; Rudolph, the red nosed reindeer; Zero, the dog; Clarence, the clown; Tweety, the bird; Raggedy Ann, the doll; Dumbo, the elephant; Murgatroyd, the jumping Jack; Percy, the panda; George, the giraffe; Terry, the train; and Sleepy Sue, a doll. The shop class constructed wooden balconies for Santa's carolers at the base of the windows in the main part of the building. From the main window of the front hall a sleeper-clad child surveyed the scene through Sandman-kissed eyes. On alternate floors, tall, red candles and lanterns illuminated each side of the main display. The large evergreen tree was donated by the community as a part of the Christmas lighting program.

Within the building a second Christmas tree near the trophy case in the main hall featured tinfoil ornaments made into geometric designs by the geometry classes. A brightly decorated bulletin board depicting Santa and his reindeer sleighing over the snow also greeted students and teachers as they passed through the halls.

"Co-operation, from students, teachers, and towns people, with the student council spearheading the program was outstanding in making the project a success," commented the advisers.—CHUCK ENNIS, Student, High School, Grand Junction, Colorado.

#### Students Fill Junior Red Cross Christmas Boxes

Students of Arsenal Technical Schools topped their own record last year in filling Junior Red Cross Christmas boxes to be sent overseas. Seven hundred and seventy-two boxes were packed by the roll rooms of Tech High. This topped last year's record by 150 boxes.

In a contest between roll rooms, the leading room filled 63 boxes. Impetus was given in this

roll room by the enthusiasm of one member who had received a box only last year when living in the American Zone in Germany.

Aavo Agur, an Estonian boy, came to Tech from Germany this year. He had received some clothing from the American Red Cross, and, in the pocket of a coat, was the name of the donor from Peru, Indiana. Correspondence between the Agur family and the American family began and, as a result, the Estonian family came to America, and eventually, to Indianapolis.

The project of packing these Junior Red Cross Boxes was sponsored by the Student Affairs Organization of the school.—LETHA COAKLEY, Student, Arsenal Technical High School, Indianapolis, Indiana.

#### Christmas Program Grows Out Of Teachers' Workshop

While searching for a program suitable for Christmas for the Holland Teachers' Club, the idea of capitalizing on a topic frequently assigned children in the grades occurred to the committee head. That topic was "Christmas in Other Lands."

The program is an excellent group activity because it allows for participation of a great number of teachers and also capitalizes on the "workshop" idea of so many of our institutes, giving teachers an opportunity to place themselves in the students' setting.

The program is adaptable. In our case, since we have five elementary schools plus one junior high and one senior high, we depicted Christmas in six different lands. We selected England, Russia, Holland, Mexico, France, and Germany. Many other countries could be added, or a number of schools might collaborate on any one country. The program could be applied to students as well as adults.

Each school provided its own costumes and stage settings. Interspersing carols not only provides variety but also allowed time to clear the stage, thus eliminating embarrassing pauses.

Acting was done in pantomime. A chairman was provided by each building. It was that chairman's duty to provide a script or see to it



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that a script was provided and read while the stage pantomime was progressing.

The print shop cooperated in printing a suitably decorated program in green ink, thus eliminating awkward intrusion between skits by an announcer.

Cooperating closely with the program was the social committee, which attempted to provide refreshments suitable to the presentation of "Christmas in Other Lands." They had been previously informed of the lands to be represented on the program.

Judging from the number in attendance at the program and the comments made afterwards, the plan proved very successful. It allowed for a program so often needed and yet so rarely found—one that gives good educational entertainment with a minimum of effort by each person involved—shared almost equally.

—PETER VELTMAN, Journalism Instructor, High School, Holland, Michigan.

*Con't. from p. 102*

conclusion, "So I'm fighting Fascism here, and other minorities are flying the 59th mission with me."

Clearly the speakers had made a deep impression on the majority of the students, who are more keenly aware than before of the part they can play in securing world peace. This program resulted in a later one in which the same theme was developed in an assembly in which all participants were students.

#### ANNUAL CHRISTMAS ASSEMBLY

An assembly presented at the Catonsville, Maryland, High School seems fairly typical of those given in many high schools. It was submitted by Mr. Reade W. Corr, Principal.

Plans for our Christmas assembly were centered around the belief that music is the best medium for conveying the Christmas spirit. Appropriate music, combined with Bible passages and effective lighting, provided a basis for a program which deserved and received acclaim from those who attended it.

As the audience entered the hall, they were greeted by the strains of familiar holiday carols and the aroma of luxurious pine boughs. The stage curtains were open, and in the subdued lighting could be seen an altar, set with flickering candles and an open Bible, with a stained-glass window as a background.

When the pupils were seated, there appeared by the altar a student narrator, in robes representing those of a clergyman. At the same time, the ninety members of the junior and senior A Cappella Choirs entered, carrying elec-

tric tapers and singing, "Oh Come, All Ye Faithful." The girls, dressed in white blouses and dark skirts, and the boys, in white shirts and dark suits, came in from both sides of the hall, walking in single file toward the center aisle, where they met and walked in pairs to the stage. There they arranged themselves in rows on either side of the altar, standing in tiers so that the red-song-folders and glowing candle effect could be seen.

The audience then bowed their heads as a pupil read a prayer, the translation of Palestriini's "Adoramus Te," after which the narrator stepped forward and read the first seven verses of Luke, Chapter II, verses 1-20. As he finished these lines, the choirs began to sing softly, "I Wonder As I Wander." From then on a verse or two at a time was read from the Christmas story, interspersed with songs chosen to parallel the thought of the narrator. These songs were sung: "Angels We Have Heard on High," "While Shepherds Watched," "Harken! O Shepherds," "As Lately We Watched," "The Angels and the Shepherds," "Now the Holy Child Is Born," "Jesus, Jesus, Rest Your Head," "Cradle Hymn," "Now Let Every Tongue Adore Thee," "Hark! Bethlehem," and "Cantique de Noel."

Then everyone joined the chorus in "Silent Night," after which came the recessional, "Joy to the World." This brought to a close an assembly which portrayed an appreciation of the true Christmas spirit.

**STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, AS AMENDED BY THE ACTS MARCH 3, 1933, AND JULY 2, 1946**

of School Activities Magazine published monthly except June, July, and August, at Topeka, Kansas for September 28, 1949

County of Shawnee, State of Kansas, ss:

Before me, a Notary Public in and for the State and County aforesaid, personally appeared C. R. Van Nice, who, having been duly sworn according to law, deposes and says that he is the Business Manager of the School Activities Magazine, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily, weekly, semi-weekly or tri-weekly newspaper the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the act of August 24,

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.12, as amended by the acts of March 3, 1933, and July 2, 1946 (Section 537 Postal Laws and Regulations), to-wit:

- That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher: School Activities Publishing Co., Topeka, Kansas.

Editor: Harry C. McKown, Gilson, Illinois.

Managing Editor: C. R. Van Nice, Topeka, Kansas  
Business Manager: C. R. Van Nice, Topeka, Kansas.

- That the owner is School Service Co., Inc., 1515 Lane St., Topeka, Kansas.

- That the known bondholders, mortgagees, and other security holders owning or holding 1% or more of total amount of bonds, mortgages or other securities are: (if there are none, so state) Harry C. McKown, Gilson, Ill.; C. R. Van Nice, Topeka, Kansas; R. G. Gross, Denver, Colorado; Mrs. Elizabeth Gross, Denver, Colorado; Nelson Ives, Topeka, Kansas; Earl Ives, Topeka, Kansas; T. H. Reed, Topeka, Kansas; D. Raymond Taggart, Topeka, Kansas; Harold E. Gibson, Normal, Illinois; Ray Hanson, Macomb, Illinois; Service Print Shop, Topeka, Kansas.

- That the two paragraphs next above, giving names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books as trustee or in any other fiduciary relation, the name of the person or corporation for whom

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C. R. VAN NICE

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# Comedy Cues

A young college graduate asked a successful business leader for some good advice. "Tell me, sir, how can I make a good start in the great game of business?"

"Sell your wrist watch and buy an alarm clock," the businessman offered curtly.

—Colorado School Journal

A preacher who was popular with his congregation explained his success as the result of a silent prayer which he offered each time he took the pulpit. It ran thus:

Lord, fill my mouth with worthwhile stuff,  
And nudge me when I've said enough.

## WARNING

*Miss Smith:* "Yes, Johnny, what is it?"  
*Johnny:* "I don't want to scare you, Miss Smith, but Pop says if I don't get a better grade, someone is going to get a licking."

## HOOT OWL

*Mr. Jones:* "What's your objection to my wife's singing?"

*Mr. Smith:* "She doesn't practice what she screeches." —Scholastic

## PROBABLY

He stopped at a small hot-dog stand and ordered coffee. Just to be polite he said, "Looks like rain, doesn't it?"

"Well," snapped the proprietor, "It tastes like coffee, doesn't it?"

And there was the one when Brutus asked Caeser how many hamburgers he had eaten. Caeser answered: "Et, tu, Brute. Et, Tu."

## AGREEABLE GUEST

A little freshman was out on her first date and she didn't want to appear ignorant. She wore her prettiest dress, had a nice hairdo, and was prepared to discuss music, art, or world affairs.

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Her hero took her to a movie and then to his favorite soda bar.

"Two sodas," he told the waiter.

She, not to be outdone, murmured: "The same for me."

—The Kablegram

A fellow wanted to know "What are the Sister States?" a term he noticed in the paper. He wrote to the Editor, who answered: So far as I know they are Missouri, Ida Ho, Mary Land, Callie Fornia, Allie Bama, Louisa Anna, Della Ware, Minnie Sota, and Mrs. Sippi."

—Arab Antics

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Mr. Biggs liked to know all about the employees who toiled in his vast business. One day he came upon a new young man who was dexterously counting out a large wad of the firm's cash.

"Where did you get your financial training, young man?" he asked.

"Yale," the young man answered.

Mr. Biggs was a staunch advocate of higher learning.

"Good," he said, "and what's your name?"

"Jackson," was the reply. —The Kablegram

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